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ABSTRACT

Recognizing that newspapers are among the best supplementary instructional materials, this booklet offers suggestions for the use of newspapers for teaching or reinforcing specific reading skills. The booklet focuses on inferential and evaluative comprehension skills, and the suggestions range from how to teach students to identify main ideas and details to the development of higher order critical reading competencies. Though its major emphasis is on comprehension, the booklet devotes some attention to the reinforcement of decoding skills through the use of newspapers. Following an introduction, the first two chapters provide a rationale for using the newspaper as an instructional resource, and using it to teach reading. The remaining chapters provide suggestions in the following areas: (1) teaching a reading lesson with the newspaper, (2) developing critical readers, (3) developing vocabulary and word identification skills, (4) developing appropriate reading rates, and (5) reading and the language arts. A list of suggested books, materials, and periodicals is appended. (HTH)

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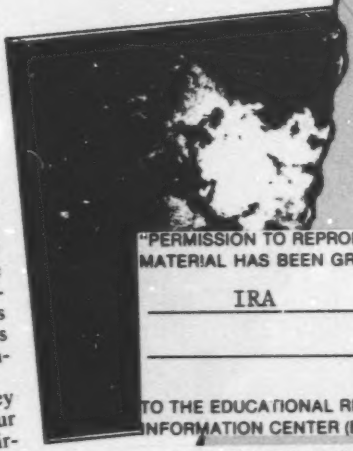
Teaching Reading Skills through the NEWSPAPER

Second Edition

Arnold B. Cheyney



THE Newspaper is the first defense of a free society. Historically, the free press has scrutinized and exposed people and institutions who use the privilege of their positions to impose a style of order on others that is contrary to the best interests of the country. The attempts to do this during our history are too numerous to mention. The episodes are documented in newspaper files in small and large cities across our nation. Our free press preserves our option for continued independences.

Newspapers are available. They penetrate practically every area of our society. The total daily newspaper circulation (not counting weekly newspapers) in the United States is over 61 million. On Sundays nearly 55 million copies are printed. The estimated readership of weekly newspapers is 117 million people. In Canada 5.5 million newspapers are circulated.

Newspapers are read more systematically than books. Using newspapers as content for teaching reading skills has the concomitant effect of

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Reading Aids Series

Teaching Reading Skills through the NEWSPAPER

Arnold B. Cheyney
University of Miami

An IRA Service Bulletin
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CONTENTS

Foreword iv

Introduction v

1 Why the Newspaper?

3 Why Reading?

6 Teaching a Reading Lesson with the Newspaper

11 Developing Critical Readers

28 Developing Vocabulary and Word Identification Skills

36 Developing Appropriate Reading Rates

41 Reading and the Language Arts

48 Appendix

Books and Materials

Periodicals

FOREWORD

Newspapers are among the best supplementary instructional materials available to teachers of reading and teachers in subject areas. They are also inexpensive and readily available. The value of using newspapers in instruction is recognized by more teachers today than when the first edition of *Teaching Reading Skills through the Newspaper* was published in 1971. Increased interest and efforts on the parts of educators and newspaper publishers have been influential in involving more classrooms in using newspapers in instruction. The success of the current joint project of the International Reading Association and the American Newspaper Publishers Association Foundation is evidence of teachers' interest in using newspapers in their teaching. As parts of Newspaper in Education Week projects, hundreds of state/provincial and local councils have sponsored a variety of activities involving use of newspapers in the classroom.

This publication is packed with suggestions for the use of newspapers for teaching or reinforcing specific reading skills. Almost any idea a teacher might desire for using newspapers in instruction can be found in this well-written booklet. Suggestions range from how to teach students to identify main ideas and details to the development of higher order critical reading competencies. Though the major emphasis is upon comprehension, some attention is devoted to the reinforcement of decoding skills through use of newspapers.

A major strength of the publication is its focus on inferential and evaluative comprehension skills. Readers of all ages seem to comprehend better at a literal level. This emphasis on higher order competencies makes the publication especially appropriate at this time. With the wealth of activities suggested, the booklet will be helpful both to teachers who already are using newspapers effectively in instruction and to those who seldom or never have used newspapers in teaching. This update of *Teaching Reading Skills through the Newspaper,* like the earlier edition, will prove to be a valuable aid to reading and subject matter teachers.

Ira E. Aaron, President
International Reading Association
1983-1984

INTRODUCTION

Over a decade has passed since *Teaching Reading Skills through the Newspaper* was first published. During that time Newspaper in the Classroom (NIC) became Newspaper in Education (NIE) because the concept could not be confined just to classrooms. NIE is not only an educational program in American schools but also in hospitals, penitentiaries, nursing homes, and many other institutions. In the early 70s there were 350 newspapers with educational programs; now, the figure is nearly doubled.

Newspapers are hiring talented men and women to head their educational services departments. State departments of education are employing supervisors to coordinate efforts with newspapers. New statewide organizations of newspaper educators are forming to develop materials and direct the attention of this educational movement.

The phonemenal growth of Newspaper in Education programs has attracted the attention of publishers and educators in many parts of the world. Programs have begun in Spain, France, England, Sweden, Germany, Luxembourg, Holland, and South Africa. Educators in South and Central American countries are exploring uses of the newspaper as a way to develop literacy among the undereducated.

Why has all this come about? The same reasons hold true that were written in the Introduction of the first edition of this booklet in 1971. Those words bear repeating.

The newspaper is the most widely and consistently read piece of literature published. It should, therefore, have a prominent place in the school curriculum. Much can be taught from the newspaper because it contains much. Besides material for teaching reading skills, there are arithmetic problems, science information, historical events, entertainment features, and a panorama of societal needs and challenges.

In this publication the teacher of elementary and secondary students will find techniques for developing skills among both reluctant and superior readers. The point made in the text, which bears reiteration, is that being able to read is not enough. What we as teachers must do is help students develop themselves into readers who can and do read. Perhaps the continued development of reading skills, using the newspaper as a medium, will start many students into the gratifying habit of daily reading on their own.

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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinions on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

Chapter 1

WHY THE NEWSPAPER?

Newspapers are the first defense of a free society. Historically, the free press has scrutinized and exposed people and institutions who use the privilege of their positions to impose a style of order on others that is contrary to the best interests of the country. The attempts to do this during our history are too numerous to mention. The episodes are documented in newspaper files in small and large cities across our nation. Our free press preserves our option for continued independence.

Newspapers are available. They penetrate practically every area of our society. The total *daily* newspaper circulation (not counting weekly newspapers) in the United States is over 61 million. On Sundays nearly 55 million copies are printed. The estimated readership of weekly newspapers is 117 million people. In Canada 5.5 million newspapers are circulated.

Newspapers are read more systematically than books. Using newspapers as content for teaching reading skills has the concomitant effect of producing future adults who read more newspapers—and books and magazines—with interest, discrimination, and comprehension. And the newspaper is read. An average 2.15 persons read each newspaper circulated in the United States. Every day more than 107 million Americans—7 out of 10 adults—read a daily newspaper. Every week 9 out of 10 adults read at least one newspaper.

Newspapers carry a staggering variety of subject matter. There is much that will appeal to students and teachers. Consider what could be done with a sampling of the material found in one issue of *USA Today*.

Index
Weather summary
News summaries
Colored bar graph in percents
National news
People in the news
Table of earnings of residents in metropolitan areas
Number of women veterans by states
Summaries of news on a state by state basis
Map of area in Wyoming with portions of surrounding states

The figures above are estimates taken from a statistical summary of the newspaper business published by the American Newspaper Publishers Association. The Appendix lists materials and addresses of particular interest to educators.

Human interest stories from around the country
Doublepage spread in color of a car advertisement
Bar graph of how income tax has grown since 1960
Agenda of Senate and House debates for the week
Special reports from Washington, D.C.
Special reports from abroad
Map of the Middle East
Map of El Salvador
Editorial on organ transplants
Quotes by authorities and lay people on organ transplants
Editorial cartoon
Guest columnists
Half-page color map of weather across the United States
High and low temperatures and predictions for cities in all 50 states and the District of Columbia
Table of weather conditions in 18 foreign countries
Statistical table of baseball players who struck out most often
Index on sports
Story on the Olympics
Stories on recent sports events
Game summaries of players and teams
Color graphic of Kentucky Derby race track
Table of previous Kentucky Derby winners
Stories about sports from all 50 states and the District of Columbia
Summary of business news across the United States
Tables on employment, taxes, and automobile sales
Information on personal finances
Stories on successful women in Wall Street
Job opportunities
A paper width line graph of Dow Jones Industrial Average
Statistics on the effects of frequently prescribed drugs on patients
Preview of the TV production of Mark Twain's *Innocents Abroad*
Illustrated articles on diet, spas, and exercise
Crossword puzzle
TV Guide for prime-time viewing

A scanning of most newspapers will turn up far more information in one issue than a class can profitably use in a week, perhaps a month.

Newspaper publishers and editors desire to serve public education. While some of this interest is obviously motivated by a need to enlarge circulation, these professionals are perhaps more aware of the need for a free and independent press in our democratic society than is the general public.

If the major purpose of teaching reading skills is to produce students who *can* read, then most any material will do. If our primary concern is to generate readers who *do* read, then materials take on added importance.

Chapter 2

WHY READING?

A number of reasons exist for the broad treatment of reading as a skill in the context of this publication. The newspaper has a functional use in all grades—kindergarten through high school. Although preschool children are not normally taught specific reading skills which take them directly into interpreting written material, the children can be led to discover the various values of the newspaper and the fact that the symbols have a message for people.

A little creative thought can bring out many techniques for using the newspaper in the preschool program: matching lowercase and uppercase letters; finding words already known, such as *Tide, Kellogg's* or *Coca Cola;* using the paper for tempera and crayon painting and drawing; cutting and pasting activities, such as making an alphabet book in which each page has a variety of typefaces and sizes of the same letter; recognizing top, middle, and bottom of the paper; making up stories about the comics before the words are read aloud; and learning left-to-right progression by following the teachers' instructions and examples.

Although most students can read by the time they reach high school, they can improve various aspects of their reading skills. The ability to read between the lines, make critical judgments, compare one newspaper's stance with another's—these and many other abilities require constant attention as does the development of an abiding interest in wide reading.

There is no one best method to teach students to read. Students vary in the way they best assimilate and accommodate information intellectually. Most any reading method is applicable with the newspaper since the newspaper provides high interest content. At preschool and primary levels the newspaper is a source of language development through discussion activities. Out of the discussion can come charts which are the mainstay of the language experience approach to reading. Pictures of animals and various vehicles can provide the topics for writing projects and also can be sources of movement activities which give depth to concept development.

In order to understand what the written symbols stand for, students must have adequate language experiences as background to relate information meaningfully within their mental processing. In this

context, reading is considered part of the total language process, dependent on developing listening skills, involved with oral language abilities, and reinforced with writing skills. Reading, then, is the ability to comprehend written and pictorial symbols in such a way that the meaning is understood and used for making logical judgments. From the standpoint of this definition, students will not only be learning to read but will avail themselves of opportunities to read.

Vocabulary, word attack, and comprehension skills can be learned through the newspaper from primary grades through high school. Newspapers can be used for instruction in affixes, root words, vocabulary development, main ideas, details, alphabetizing, and following directions. Geography, history, health, science, spelling, mathematics, music, and art can be explored as content areas.

Contemporary problems such as pollution, overpopulation, war, peace, and economics are covered in daily newspapers. This content is of vital interest to today's students, who often experience great concern for humanity and reach new plateaus of idealism. In turn, newspapers do not belittle the less skilled adolescent reader as might books written on lower reading levels.

The skills, techniques, and content for teaching reading with newspapers cannot be cataloged by grade levels. The creative teacher can take a skill appropriate to a primary level in reading and adapt it to the reading skill need of a high school student. For example, experience stories developed in the first grade using the newspaper as the stimulus can be put on charts for reading and study. The same kind of material can be typed for reading by the underskilled reader in the high school.

One major emphasis should be that of developing students' analytical and critical reading skills. Since newspaper reporters are unable to be completely objective in their writing (having the same human faults as historians and other writers), it is extremely important that students obtain various points of view on the subjects of interest to them. Such broadening can be achieved by providing students with samples of papers from publishers around the country. Newspapers in public libraries offer excellent research possibilities in comparative reading of contemporary events.

The major purpose of the newspaper is inherent in its title—to present the current news to the public quickly, accurately, and inexpensively as soon as possible after the occurrence. The newspaper also makes clear the meaning of those happenings. A service function is provided to readers through want ads, real estate, and recreation sections and to advertisers through the business and advertising sections. Finally, the newspaper presents entertainment for its readers.

The specific purpose of this publication is to provide teachers with techniques for teaching reading skills using the newspaper as the medium. The suggestions are designed for use with students at all levels

of reading ability, since all students can improve their reading skills to some degree.

Chapter 3

TEACHING A READING LESSON WITH THE NEWSPAPER

Using the newspaper in the classroom can be only as effective as the planning that goes into the lesson. To further reading skill development, the students gain more if the teacher follows a flexible framework which leads the class toward specific goals. The following directed reading lesson plan is one founded on sound psychological principles and one that has been used successfully by many teachers.

• Encouraging Receptivity

By the time unsuccessful readers get to high school, they have been "turned off" by the more formal aspects of reading skill development. More phonics and basal readers on their reading level do not offer much incentive. The more competent readers need a change from the textbook, too. The newspaper can put both groups in a receptive mood because the newspaper does not have to be read in the formal sense of reading a book in class. There is something of interest for every student someplace in the paper.

Encouraging receptivity to newspaper reading matter is what we often classify as reading readiness, motivation, or establishing set. We want students to be interested in reading what is in the paper. This aim can be pursued informally by passing out copies of a newspaper and asking for comments as to what interests the students most in that edition. For example, it can be a discussion of a specific news item from the front page or from a sports page. The teacher may wish to use a visual aid to begin discussion, such as cutting out an editorial cartoon and inserting it with transparency film into a thermal copy machine. Within four seconds a transparency is available for use with the overhead projector.

There are other activities which can help students develop a more positive reception to the newspaper. Students can

locate material through the index on the front page,
relate experiences generated by skimming the paper for stories to be read,
relate sections to be read to those already studied,
speculate as to what might happen in some of the comic strips before turning to them,
learn the difficult vocabulary of a news story or item which the whole class is to read, and

set reading goals for the lesson with the teacher.

- **Guiding Silent Reading**

The first type of reading a student should learn when encountering new material is silent. Teachers guide silent reading through questions to be answered, opinions to be expressed, sequences of events to be identified, or comparisons to be made. Silent reading gives students opportunities to acquaint themselves with the materials. Silent reading is also a much easier and less demanding task than oral reading. Reading orally without the benefit of a prior silent reading of the material can be a humiliating experience for some students who must first be given the opportunity to read silently.

Purposes for reading can be further identified as the teacher prepares students for the silent reading period. Such purposes include

reading for specific information,
finding facts,
making inferences,
searching for the central thought,
developing new interests,
associating past experiences with the material being read,
investigating the writer's biases,
following a sequence of ideas, or
clarifying concepts.

As students read silently, the teacher gives individual help in word recognition skills or in discerning important facts. The silent guided reading session offers teachers excellent chances to get to know their students. Often the newspaper will prompt an enlightening conversation with an individual—a conversation which would probably not come out in a regular class discussion.

- **Guiding Skill Development**

Word recognition, comprehension, rate, flexibility, and other reading skills can be developed with the newspaper. In the following chapters there are many activities that can be used with the newspaper in working effectively on these skills. Of major importance to students and teachers is an awareness of the strengths and weaknesses needing attention. Students who do not know where they need to improve, cannot improve; similarly, teachers who do not know where student weaknesses are cannot help students improve. Teachers must function as reading diagnosticians, which may be unnerving to teachers of subject matter areas who have had little or no background in the teaching of reading. Teachers of subject matter, however, can be of more help in diagnosing reading difficulties than they realize. By keeping reading skills checklists, as shown on the sample pages which follow, teachers can obtain some degree of understanding of student strengths and weaknesses. The checklists are only representative of

skills which can be selected for emphasis in the word recognition and comprehension areas. The actual checklist would be developed after considering the age and grade level of the students and the particular purposes for reading.

A checklist can be duplicated on 8" x 11" paper or written on 5" x 8" cards. It can be marked with checks to indicate deficiencies, or the spaces can be made large enough for comments or specific instances of reading problems. Students should have their own checklists. If, from time to time, they compare their checklists with the teachers', meaningful goals can be set and a specific program of skill development organized.*

- **Guiding Rereading: Silent and Oral**

The newspaper lends itself to rereading since students often wish to share items of interest. This rereading may be silent or oral.

Some of the purposes for silent rereading are:

telling accurately what has been read,
preparing a comic strip for dramatization,
gathering data for drawing an editorial cartoon,
answering specific questions, or
rereading for sheer enjoyment.

Some of the purposes for oral rereading are:

documenting answers to questions brought up by other students,
reading aloud humorous incidents found while reading silently,
stimulating the interest of other class members, or
practicing reading with expression.

- **Continuation Activities**

Following the more formal aspects of a reading lesson with the newspaper, students should be encouraged and challenged to do other activities planned to strengthen their reading abilities. Some of the activities may be based on deficiencies students and teachers have identified during oral and silent reading. Others might be merely practice for previously taught skills not yet at the automatic level of learned behavior. An extension of the previous reading might include

browsing through other newspapers;
concentrating on certain areas of reading in the newspaper such as science, editorials, and finance;
writing short stories based on news items;

*Diagnosis of reading abilities is basic to the development of skills in reading. Teachers must have some knowledge of where students are deficient in order to determine what must be done to help them improve. *Informal Reading Inventories* by Marjorie S. Johnson and Roy A. Kress, published by the International Reading Association, is an excellent source for classroom teachers to use for evaluating student achievement levels in reading.

Sample

READING SKILLS CHECKLIST

Pupils' Names	Comprehension						Oral Reading			Silent Reading		
	Main Ideas	Details	Sequence	Following Directions	Drawing Conclusions		Expression	Word by Word Reading		Lip Movement	Inappropriate Posture	Failure to Keep Place
Glenda												
Maria												
Eugene												
Howard												
Edith												
Wayne												

Sample

READING SKILLS CHECKLIST

Pupils' Names	Word Identification						Vocabulary				Flexibility		
	Context Clues	Phonic Analysis	Structural Analysis	Syllabication	Dictionary Word Pronunciation Skills		Sight	Context Clues for Meaning	Dictionary Word Meaning Skills		Adjusting Style to Purpose	Skimming	Rapid Reading
Dennis													
Harvey													
Irene													
Sarah													
Frank													
Jerome													

dramatizing a comic strip series;
interviewing a local reporter or person in the news for more background information;
writing a background report on a well-known person or country in the news;
doing a crossword puzzle; or
clipping local, state, national, and international news items from the paper and arranging them appropriately on the bulletin board.

Chapter 4

DEVELOPING CRITICAL READERS

Before individuals can become critical readers of newspapers, they must understand the general message of the material being read. A number of factors influence comprehension and critical reading, the most important of which is general intelligence. Other factors are the limits of a meaningful vocabulary, the ability to organize material after reading, the rate of reading (reading so slowly as to forget or reading so fast as not to remember), the interest value to the reader, the background of the reader's experience for the particular material read, and the readability of the material (complexity of sentences or amount of white space between the lines).

• Comprehension

Two fundamentals underlie any lesson geared toward comprehension improvement. First, teachers must be sure students have enough background experience to interpret adequately the material they are reading. To understand articles on golf in the sports section, for example, students must understand terminology such as *drive, bogey,* and *cup;* and letters and words such as *PGA* and *Masters.* This background experience is developed in part during the Encouraging Receptivity portion of a directed reading lesson.

Second, teachers must be sure students have a purpose for reading before the actual reading takes place. There must be discussion of what to read for: main ideas, details, or following directions. To comprehend adequately, students must be able to bring background information to the reading material and have some idea of their purpose for reading.

Comprehension skill is composed of several facets which can be taught in numerous ways with the newspaper.

Main Ideas. The skill of comprehending the main idea can be taught by writing appropriate headlines for news stories that have been "decapitated." Testing situations can be set up by cutting the headline from a newspaper article and pasting the article on one side of a cardboard with the headline on the reverse. As the numbered cardboards are passed around the room, students read the article, write down their own headline on a numbered paper, and pass the cardboard to the next person. When all have finished writing their own headlines, the cardboards are turned over for a discussion of the

differences between the headlines of the newspaper editors and those of the students.

Comprehending the main idea of a passage is basic in reading. Students need constant practice in stating the main ideas of selections in their own words or in finding the main sentence in the article, which is almost always the first sentence in a straight news story.

The five *Ws (Who? What? Where? When? Why?)* and *How?* are the cornerstones of newspaper writing. Practice in finding the answers to these questions can improve getting the main idea of an article. Composition writing using who, what, where, when, why, and how as an outline will help students express themselves clearly and intelligently. Listening skill also can be developed by using this outline. (See Chapter 7).

Details. Students might search a newspaper article for answers to teacher developed questions such as:

Who lived on the Cayman Islands when Christopher Columbus arrived in 1503?
What is the population of the Cayman Islands?
Where are the Cayman Islands located?
When did Sir Francis Drake describe the iguana?
Why would a visitor go to the Cayman Islands?
How did the Cayman Islands get their name?

Looking at a picture to locate details can be a helpful activity. Students may look at a picture for 30 seconds, cover it, and then list as many details as they can remember.

Duplicating an outline in which only the main ideas appear but where the details are to be found in the newspaper story can be a total class activity.

"Proving a Point" questions can make students more aware of how important details are in fully comprehending their reading. The answers to inferential questions often rely on details sometimes passed over in cursory reading. In drawing an inference, readers must identify the details provided by the writer and infer or surmise from them details that are missing.

For example, when reading about an outstanding quarterback on a professional football team, a student might infer that the player is an outstanding leader, not because the article specifically states the fact, but because of the player's masterful direction of the team in the suspenseful moments of a final quarter.

Sequence. One of the best ways to determine if students can put things in sequence is to have them tell in sequential order what happened after reading an article or comic strip. The Sunday comics are especially helpful since they have more frames than do weekly issues. Daily comics of special interest can be cut out each day and pasted together in sequence. An excellent practice exercise with a comic strip is

THE CAYMAN ISLANDS

Fishing, Diving and Tranquility on Three Little Edens

There is still at least one Caribbean island left which can be reached on scheduled airline flights from Miami, but at the same time can truly be called an Unspoiled Island.

The thing that makes an island unspoiled for knowledgeable Caribbean vacationers is that it has been largely untouched by the modern world and not overrun by hordes of tourists shopping for straw hats or sea shells.

The only trouble with unspoiled islands is that they are usually difficult to get to and from except by small boat or small chartered airplanes. That's what makes the Cayman Islands so unusual. They're in the British West Indies, about 178 miles northwest of Jamaica. They call it "the islands forgotten by time," but the scheduled airlines don't forget to stop.

ON GRAND CAYMAN vacationers' activities are concentrated on beachcombing, swimming, scuba diving, bone fishing and sailing. There are no synthetic native shows on the island. If you want to see native night life, you go to one of their bars or social dances held almost nightly where you can hear real calypso and do the Ska. Of course, there is no television and telephones are just going in. The British Broadcasting System keeps you well informed of events in the outside world, if you really have to know. There are only two motion picture theaters on the island and they show old films. Everything here gives you that relaxed away-from-it-all feeling you just can't get anyv here except on an out island.

IN THE OFFSHORE waters of Grand Cayman, Christopher Columbus in 1503 spotted an abundance of huge Green and Hawk's Bill sea turtles, and thus bestowed the name "Las Tortugas" (The Turtles) to the Island.

Back in Columbus' day, the only residents to be found on the Cayman Islands were the "giant lizards" roaming or lying in the sand beneath whispering Australian pines. "Caiman," the Carib Indian-Spanish word for a South American specie of alligator, is indeed a misnomer, but that's how the tranquil islands came by their name.

Large iguanas were mentioned in an account of Sir Francis Drake's voyage of 1586 in this manner: "There are on this island great serpents called 'Caqmanas' like large lizards, which are edible." Though they are still to be found on the Cayman Islands, it is doubted though that anyone eats them out of necessity. Some are kept as pets for the amusement and curiosity of tourists.

The Caymans at a Glance

SIZE: 101 square miles.
POPULATION: More than 10,000.
CAPITAL: Georgetown.
LANGUAGE: English
LOCATION: A one-hour jet flight from Miami, the Caymans are 178 miles west-northwest of Jamaica. Islands are accessible by two airlines from Miami.

to paste the strip on cardboard, cut out the individual frames, shuffle them, and then place them in correct order on a chalkboard ledge or on a desk.

The following organizational guides can be used with appropriate articles and can be filled in by students to help them think sequentially and analytically.

What Happened?	Effects
News Item: A plan to group and racially balance five schools suffered a serious setback last night when both black and white parents attacked it. **New Items:** A long fight for a change in Senate rules to make it easier to choke off filibusters ended in failure Thursday. **News Item:** Declaring that the state's tough marijuana laws have not worked, the president of the Senate joined the state's prosecuting attorneys Tuesday in urging a reduction in the penalty for first time possession of marijuana.	(Students would fill in their answers on this side on the basis of what else is found in the article and the results of their own thinking.)

Person or Company	Position or Product	Location	How it does or does not benefit the country
Ronald Reagan	President of the United States	Washington, D.C.	
NASA	Space probes	Houston, Texas	
U.S. Postal Service	Stamps	Washington, D.C.	

The Right Involved	What Commercial Interests Say	What the Government Says
News Item: The attorney general defended the state's "tough" oil spill law at a cabinet meeting as shipping interests were attacking it in court as unconstitutional.		

Continued from page 14

News Item:

Patches of crude oil from a burning offshore drilling platform were found yesterday washed up on a 20-mile stretch of Louisiana's marshy coastline. The affected coastline includes the federal Wisner Wildlife Management Area that is the winter home of ducks and other species of birds.

Following directions. The newspaper includes many sections which require following directions. These sections can be discussed and used in preparing a classified advertisement, doing a crossword puzzle, following a recipe, or playing bridge.

Predicting outcomes. The comic section of a newspaper is an excellent source to use in predicting outcomes. Students can predict what will happen to certain characters and prepare two or three possible conclusions based on past reading of the strip. Determining outcomes of courtroom cases or pending congressional bills; winners of the Academy Awards or the World Series; the stances taken by foreign countries who face deadlines for action—all of these problems await conclusions which can be predicted.

• Critical Readers

Critical is defined as "a process characterized by careful and exact evaluation and judgment" or "to judge a matter severely." This kind of critical analysis must be taught with reading materials used in the classroom. There are many voices to be heard and ideas to be accepted and acted upon. Many writers use a variety of sometimes devious and subtle methods of thought control to accomplish their aims. To determine objectively just what and whom to believe requires the utmost skill and judgment.

Critical reading goes beyond the basic prerequisite of general comprehension skill by making fuller use of analytical thinking processes. This factor is particularly evident as one studies the following list of important critical reading skills.*

Anticipating outcomes
Classifying ideas
Comparing and contrasting

*Some teachers may wish to assign to more capable students the task of reading this chapter and crosschecking activities that can be used to teach the list.

Distinguishing fact and opinion
Drawing conclusions
Establishing cause and effect
Establishing sequence
Generalizing
Identifying and evaluating character traits
Identifying and interpreting facts
Interpreting figurative and idiomatic language
Interpreting ideas implied but not stated
Making inferences
Making judgments
Perceiving relationships
Perceiving the real problem
Reacting to the mood or tone of a selection
Weighing validity of facts, particularly in a controversy

A prerequisite for developing critical reading skills is a vocabulary development program stressing the nuances of words. For example, to know that *run* means to move swiftly on your feet is only a beginning. There are over 132 uses of the word *run* illustrated in *The American Heritage Dictionary of the English Language:*

The cattle *ran* on good pasture all summer.
She *ran* through her mail.
The ferry *runs* every hour.
The street *ran* with blood.
She has a *run* in her stocking.
Gout *runs* in the family.
We *ran* into debt.
He *ran* his fingers over the keyboard.
I had the *run* of the library.

Another requisite is the need to determine from many sources the best thinking on a point in question or an area of study. Newspapers whose editorial policy reflects one party's point of view, or whose slant on the news tends toward the sensational, limit the degree to which reading material can be critically analyzed.

Newspaper material must be constantly scrutinized and questioned if valid conclusions are to be formed. The questions below can serve as a starter for students. Questions such as these should be put on charts for constant reference when reading or discussing news items.

The Writer's Competency and Integrity

Is the writer an authority?
How does this writer know?
Does the writer make sense?

The Writer's Use of Sources and Evidence

What evidence is presented to document the assertions?

Is this fact or opinion?
Is anything missing?
What is the writer's purpose?
Does the writer have a hidden motive?

The Reader's Ability to Form, Revise, and Test Opinions

Are the premises valid?
Why are these facts important to me?
Do the conclusions necessarily follow?
What have others said about this topic?
Who stands to gain if I accept this without question?
Does my lack of knowledge keep me from accepting this?
Does my background make me intolerant of this point of view?
Is the information as true today as when it was written?
What more do I need to know before I come to my own conclusions?

Most reading authorities agree that the teaching of critical reading skills should begin at the preschool reading readiness level. Here pictures can be interpreted and put in sequence, details noted, generalizations made, and relationships determined.

Critical reading skills must continue to be taught throughout the elementary and high school years, as one never really arrives at perfection in these skills. Basic to continuing instruction is the necessity for numerous opportunities for students to express their ideas openly and freely. Critical analysis of material cannot be conducted in threatening situations in which the teacher does not allow for differences of opinion and belief.

- **Critical Reading Activities**

Students must be encouraged to read from a variety of sources. Implicit in this statement is the necessity of having a variety of source material available. Students need to be taught to block out facts as opposed to opinions. Marking pens are excellent for this activity. When studying an unfamiliar area of the world, students need to gather background data from encyclopedias, almanacs, history books, and other sources. Students need to identify the parts of the newspaper most likely to contain facts about important events as opposed to personal opinion articles. This activity can be done with a bulletin board display on which newspaper articles are placed under personal opinion and fact categories. For example:

Personal Opinion	Factual
advertisements	news stories
editorials	court announcements
letters to the editor	death notices
columns by well-known newswriters	birth announcements
book reviews	

Students may prepare a bulletin board on a controversial subject. One side of the board would have articles taking one point of view while the other side would represent the opposite stance. The reading of these articles would precede a debate or classroom discussion. A study of sources and writer's expertise should be part of the research undertaken by the students.

To better understand editorial cartoons students should collect and learn the symbols representing different ideologies and/or countries, such as the following:

Dove	Peace
Elephant	Republican Party
Donkey	Democratic Party
Uncle Sam	United States
Hammer and Sickle	Russia or Communism

In-depth reading of pictures and editorial cartoons makes for interesting discussions and debates for determining why cartoonists express themselves in these ways. The political cartoons of Pulitzer Prize winner Don Wright* of the *Miami News* illustrate his political and social views. As cartoons are collected for the classroom, the opaque projector can be used to show them to the entire class. If one is not available, cartoons can be put through the thermal heat process and a transparency developed for use with an overhead projector. The following cartoons are illustrative of drawings which can stimulate critical reading and thinking.

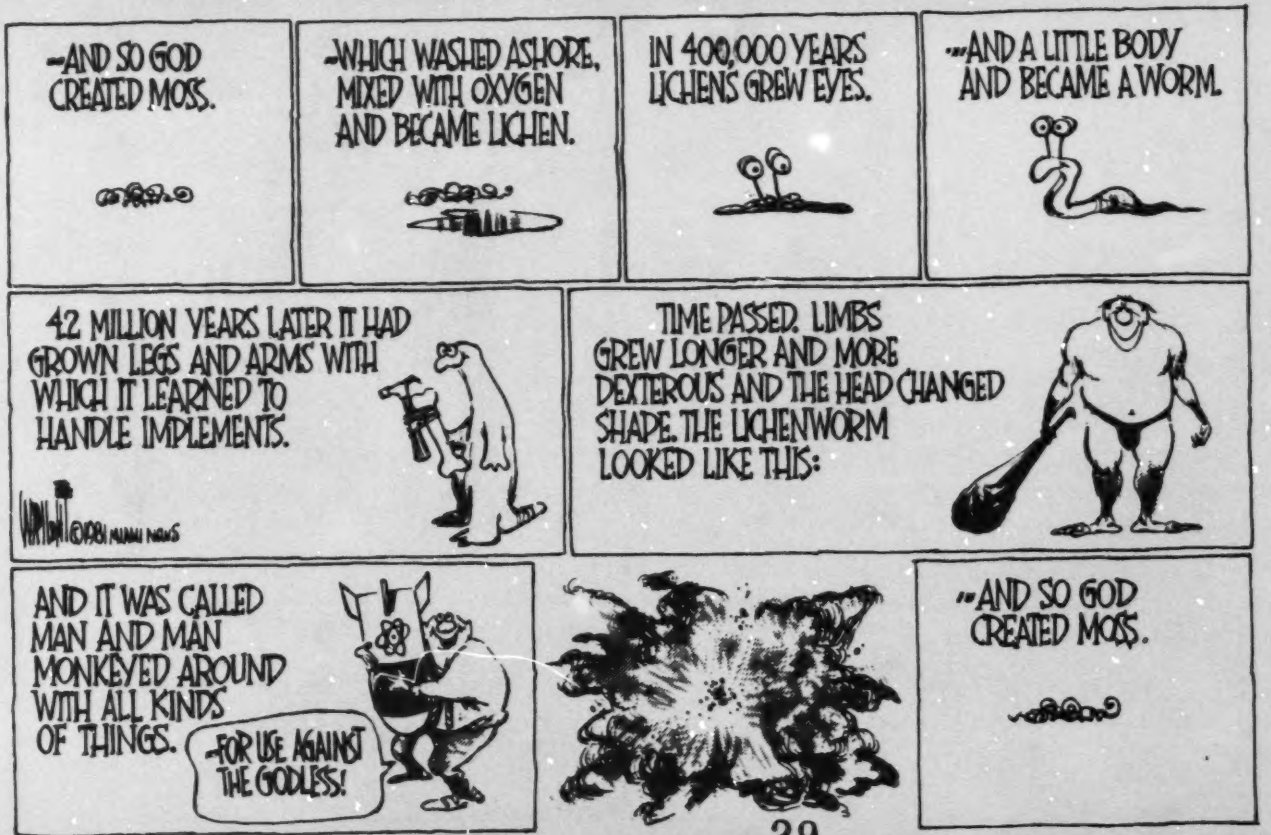
As a cartoon is studied, several questions can be kept in mind:

What is the cartoonist trying to tell us?
Which recent news story prompted the cartoon?
Is there an editorial which promotes the same point of view?
How does the cartoonist's point of view agree or disagree with my judgment?

*Reprinted by permission of Don Wright, Don Wright, Inc.

WELL, THERE GOES THE NEIGHBORHOOD
MAYFLOWER
-PLUS MORE UNEMPLOY-MENT, MORE WELFARE AND THEY TALK FUNNY, TOO.
©1980 MIAMI NEWS NEW YORK TIMES SYN.

WILL THAT SUPREME COURT RULING ALLOWING COPS TO SEARCH NEWSPAPERS HAVE ANY EFFECT ON OUR SERIES ON POLICE CORRUPTION?
OF COURSE NOT—THIS IS STILL THE UNITED STATES OF AMERICA, ISN'T IT?
THE DAILY TIMES
WRIGHT


-AND SO GOD CREATED MOSS.
-WHICH WASHED ASHORE, MIXED WITH OXYGEN AND BECAME LICHEN.
IN 400,000 YEARS LICHENS GREW EYES.
...AND A LITTLE BODY AND BECAME A WORM.
42 MILLION YEARS LATER IT HAD GROWN LEGS AND ARMS WITH WHICH IT LEARNED TO HANDLE IMPLEMENTS.
©1981 MIAMI NEWS
TIME PASSED. LIMBS GREW LONGER AND MORE DEXTEROUS AND THE HEAD CHANGED SHAPE. THE LICHENWORM LOOKED LIKE THIS:
AND IT WAS CALLED MAN AND MAN MONKEYED AROUND WITH ALL KINDS OF THINGS.
-FOR USE AGAINST THE GODLESS!
...AND SO GOD CREATED MOSS.

AS A SCULPTOR, I'VE DECIDED TO DO A PIECE ON THE MIDDLE EAST
IT'S CALLED: "RELIGIONS OF THE AREA AND WHAT THEY DO BEST."
©1982 MIAMI NEWS
KILL
30

Many social and moral issues are examined in the newspaper. An issue is a problem with opposing points of view. The pros and cons of handgun control and corporal punishment are two examples. Students can analyze the complexities of an issue and what effect the issue has on society and their personal lives by using the study guide shown. It is important that definitions of terms be agreed upon before the various pros and cons of an issue in the newspaper are analyzed. This exercise will also indicate how objectively a writer reported both sides of the issue.

FOR and AGAINST

Statement of the issue

_____

Definition of terms

_____

_____

_____

For (list)	Against (list)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
Implications for Society	**Implications for Me**
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Learning how to use the newspaper to prepare for a day or evening of entertainment is a good exercise for developing a number of critical reading skills. Students need to consider the numerous varieties of entertainment from which to choose such as movies, plays, concerts, sporting events, and museums. Have students find and list other forms that are advertised. They will need to decide what they wish to do, locate where the event is taking place, check city maps on how to get there, determine appropriate clothing, check the weather forecast, look up reviews of the events, and any number of other critical reading activities.

Most people make career changes at some point in their lives. Have students find examples of careers listed in the newspaper that may be obsolete in ten, twenty, or thirty years. Determine which of those careers would take the minimum retraining if they were chosen.

After students have had an opportunity to read their newspapers for a day or so, cut out several headlines and put them in a bag. Divide the class into two teams. Then have a class member from one team pull a headline from the bag and attempt to tell the entire class what the story was about. Points are scored when a majority of the class is convinced the student knows the story.

Choose questions from one of the advice columns and ask students to analyze the situations, make inferences, render judgments, and suggest courses of action that might be taken.

Students can learn to make inferences or "educated guesses" by cutting from the newspaper pictures of people and various items found in advertisements, attaching them to an 8" x 11" sheet of paper, and explaining what relationships are found in the situation. For instance, if a man and woman are pictured with a young boy's bicycle and other materials, it could be inferred that they were married and had a son. As students gain an understanding of inference, the next step toward "reading between the lines" is more easily explained.

To help students develop skill in sequencing of ideas, find an article in the newspaper that follows a logical line of thought or a time sequence. Cut the article apart by paragraphs, paste the paragraphs randomly on a sheet of paper, and make a spirit master from the paper. Run off enough copies for the class and have them cut the random paragraphs apart and arrange them in the correct sequence. Then pass out the newspaper from which the article was taken and have the students check and defend their sequencing of the material. Often, more than one way of arranging an article is correct.

Usually, editorials are the views of publishers and their editors about public concerns. Editorials are meant to influence the public on these matters and issues. The public gets its opportunity to express itself with letters to the editor. Not all editorials or letters to the editor have the purpose of influencing public opinion. This form of writing takes four general areas: to inform, to entertain, to explain, and to influence. Write these four on a chalkboard and have your students determine the purposes of the editorials and letters to the editor in past issues of your daily newspaper.

Students need to learn to analyze what people are trying to get them to believe on the editorial pages. One way to critically analyze an editorial is to have students answer these questions as they read:

What is the major premise of this article?

What facts are presented to support the premise?

Are there ignored facts?

Can the conclusions be supported by the facts given?

Should I accept or reject this argument on the basis of the information given here?

Graphs are designed to help readers more quickly comprehend large amounts of information. Have students find graphs and accompanying articles in the newspaper. Place these on a bulletin board for discussion.

Meal planning and grocery shopping require much comparison, contrasting, and pulling together of information. Organize your students in small groups so they can plan a simple meal using the four basic food groups for a family of five. Allow a set amount of money for what they can buy. Then turn them loose with the newspaper food advertisements. Later they can report to the rest of the class what they chose and why, and the total cost of the meal.

News stories from all over the world are printed in our newspapers every day; many of the places are unknown to us. Ask your students to find two articles in the newspaper whose settings are unfamiliar to them and learn some interesting facts about the areas by using reference materials such as encyclopedias. Then have them locate the place on a map by using an atlas. Students can share their findings with the rest of the class.

There are various kinds of comics in the newspaper. Ask students to categorize comics by those that:

Show human weaknesses

Show women in active roles

Make a person laugh

Are for adults

Are for children

Teach a moral or lesson

Depict a previous historical period

Feature animals as the main characters

Tell a continous story

Divide your class into groups of twos or threes for a scavenger hunt through the newspaper. Duplicate the list that follows and have students find, cut out, and arrange the items in the order you have listed them. Add or delete from this list as appropriate for the students you teach. Make sure the items are in the newspaper before you begin.

1. Weather report
2. Index
3. Name of the President of the United States
4. Cost of the paper
5. An editorial cartoon
6. Name of a columnist on the editorial page
7. A literary allusion
8. A contraction
9. Three color words

10. A compound word
11. A possessive
12. Name of a state bordering the Atlantic Ocean
13. Name of a state bordering Canada
14. Name of a state bordering Mexico
15. Comic strip about a social problem in our society
16. Picture of people cooperating
17. An acronym
18. Abbreviations for morning and evening
19. Medical advice
20. Lost and found advertisement

Generalizations about the economic systems under which various countries operate (such as capitalism, communism, and socialism) can be determined by the deductive process; that is, the process in which a student begins with a generalization and by logical reasoning arrives at other conclusions. Individuals and small groups can document a position arrived at by reading the newspaper. The students will need to keep a file of articles regarding various countries and compare and contrast the economic implications of each.

• Propaganda

Propaganda is defined as any organized effort to spread a particular doctrine or information. The term has taken on unethical overtones, making anything designated by this label suspect and open to unusual scrutiny. Propaganda was taken to a humorous extreme when Associated Press Wirephoto sent out a picture of a student running for student body president at the University of Minnesota. The picture was titled "Jack Baker Comes Out—for Things that Count!" Included in the picture was the student holding an apple pie with the Bible under one arm and with his other arm around his mother who was holding a baby. In the background was an American flag and a picture of Abraham Lincoln looking over Mr. Baker's shoulder!

Students need to be alerted to the methods advertisers and others use in contending for money through the written word. The following list of slogans and emotional terms was gathered within a few moments from a single newspaper. Students need to analyze such terms to determine their degree of truth.

A Titilating Smash	Think Young
"Problem" Perspiration Solved	Buy Direct and Save $$$
Save up to 50 Percent	Bankruptcy
Super Buys	Move up to Colony
Tremendous Values	Volume Prices!
Prestige Location	We Need Your Car!

First Time Ever at this Low, Low Price

Don't ask how much it costs; ask how little it costs to operate.

The following techniques are employed by the propagandist.

1. Name calling. The use of terms such as warmonger, pacifist, and facist.
2. Identification: An identifying with heroes or events of the past—Jefferson or Lincoln, for example—to lend credibility or prestige to the propagandist's purpose.
3. Glittering generalities: The use of words which sound good but mean nothing—often found in political campaigns.
4. Testimonial: Endorsement by a famous person who says an idea or product is good.
5. Bandwagon: An appeal to crowd psychology—"Don't be left out; join the group."
6. Repetition: A statement which if repeated often enough becomes the accepted truth.
7. Innuendo: Conjuring an impression in a person's mind that has no basis—often called "smearing."
8. Distortion: A means of taking facts out of their proper perspective by
   a. Giving them undue prominence
   b. Burying or treating important facts lightly
   c. Using misleading attention getters to attract readers or listeners
   d. Mixing opinion with facts
   e. Omitting vital facts

Note: Distortions sometimes appear in newspaper stories, but most are not intentional. Usually they are due to lack of information, haste in getting the story into print, or need for editing the story to fit alloted space.

Since propaganda revolves around the use or misuse of words, teachers should pinpoint the words employed by the propagandist. Students should become aware of the fact that words have two kinds of meanings:

1. Denotative—that which points to, or describes, something real.
2. Connotative—that which is suggested or implied in addition to its actual meaning.

Chapter 5

DEVELOPING VOCABULARY AND WORD IDENTIFICATION SKILLS

The development of a large and accurate vocabulary is basic to comprehension and critical reading ability. The nurturing of a large vocabulary is best done in a classroom in which words are honored and the environment is verbally rich. In the classroom, teachers have control of strategies of instruction, variety of instructional techniques, their own curiosity about word meanings which they communicate to students, and the repetition and usage of new words they encourage in the classroom.

Two standards must be kept in mind when selecting any vocabulary activity. First, the activity must be high interest and low learning difficulty. If students are not intrigued by the activity or if they find it extremely difficult, they probably will not benefit appreciably. The activity should be so constituted as to give the students opportunities for meaningful practice so that carryover into the day-to-day language patterns is assured. Second, the activity must not present too many new words at one time. Like one-a-day brand vitamins, one-a-day brand words offer a better chance for the accumulation of a strong, viable vocabulary.

Word identification skills can be practiced using the newspaper as part of the vocabulary building sequence. The following activities can be utilized during the skill development portion of the directed reading lesson.

- **Vocabulary Building Activities**

The president of an investment group was quoted in the financial section of the newspaper as saying:

> What we say is that it is in the public interest to permit mutual funds to tell a balanced story and not be compelled to *hide their light under a bushel* [italics added].

Some sports writers make comparative references to teams or individuals such as David and Goliath or Samson. Allusions are often made to Socrates and his hemlock. Collecting these allusions can broaden students' reading interests and develop their vocabulary.

Vocabulary booklets can be developed from various parts of the newspaper—sports, financial, editorial. The words then can be alphabetized and used in written assignments.

Lists of words of feeling and action can be helpful in developing vocabulary. Consider the following list compiled from a newspaper page:

Words of feeling	*Words of action*
shy	whipped
bewildered	punches
frustration	flailing

A class dictionary can be developed in a large, looseleaf notebook. Each section of the notebook can relate to a particular section of the newspaper, such as editorial, financial, or sports. A committee in charge of the classroom dictionary would accept multiple meaning words, pictures or cartoons illustrating words, literary allusions, or propaganda items. Much would be learned from skimming and reading the paper and searching for suitable material.

Vocabulary cards can be developed with the word from the newspaper on one side and the dictionary definition and a newspaper sentence using the word on the other side. A variation of tic-tac-toe can be played using the cards as questions. Whenever a correct response is given, the responder puts his "*X*" or "*O*" in the space he wishes.

Illustrating terms, especially those from a Sunday travel section, can be fascinating to students. The illustrations and accompanying news lines can be placed on a bulletin board for study. Some examples for illustration from a recent newspaper are:

horizon	fjords
canyon	beach
covered bridge	waterfalls

For an interesting break in skill sessions, have students dramatize or play charades with words they select from a designated page in the newspaper. Dramatization is an excellent way to develop a deeper and more lasting understanding of words. Clarification of meaning can be attained with such phrases as the following:

three puzzled doctors
a phony call
all-purpose number
one giant leap

Crossword puzzles can be made by students using words from a newspaper. Select a group of words from the newspaper and type or print them vertically and horizontally on a grid so that where the words cross, the letters are identical. Block off the crossword puzzle with definitions at the bottom. The definitions should be checked with a dictionary for accuracy. The puzzle then can be duplicated for the whole class to try.

Selected words found in the newspaper can be written on the chalkboard. A check mark is placed after each word each time the word is used orally in class.

During the latter part of a lesson, students may make up riddles which describe words from the newspaper lesson. Other class members try to guess the word. The winner then gets an opportunity to give a riddle or choose someone else to do so.

Biblical and literary allusions abound in the newspaper and offer interesting reading enrichment problems for the more widely read. For instance, here are some headlines editors have written:

Theater Man with a Midas Touch
The Reign in Spain Has a New Beat
The Little Airline that Thinks It Can
Vanishing Point: As Sands of Time Get Washed Away
And He Said, Let There Be (Less) Light

Students may choose words from a selected page of the newspaper. After one student says a word, the other members of the class respond with words that rhyme and then write them on the chalkboard. For example, *sunny:*

honey
money
funny
bunny

To increase the difficulty, have students use only rhyming words they can find in the newspaper.

A game can be played using synonyms and words with close associations chosen from certain sections of the newspaper. From the financial pages a word such as *stocks* may be selected. Students then call out words, such as *bonds, mutual funds,* and *preferred stocks,* and explain why they are synonymous or closely associated with one another.

Select words from a newspaper page and write them on the chalkboard with one letter omitted, such as *hun-reds, wir-teps, w-r.* Students then supply the letter omitted, pronounce the word, and use the word correctly in a sentence. To develop scanning ability have students find the word in the paper.

Newspaper photos of people in the news can be cut from the paper and attached to a bulletin board. Underneath each picture students can write lists of descriptive words which appear to fit the personalities of the newspaper celebrities.

Students can be encouraged to write short character descriptions of their favorite comic characters. These descriptive characterizations then can be read aloud and other students given the opportunity to guess the cartoon characters.

From a selected page of the newspaper have each student in class find one root word. Compile these into a class list and under each word have students make two words from the root word—one using a prefix and the other, a suffix.

Dictionary use can be encouraged by having the better readers find a given number of unfamiliar words in the paper and then find the meanings and pronunciations in the dictionary. Card files of the new words can be kept for study.

From the newspaper the teacher or students may choose photos of unusual people or events. Place the photos on the bulletin board with questions to be answered, such as

Which picture includes a fence?	Which picture shows a coach?
What is a fence?	In what sport is a coach used?
Can a man be a fence?	Who is a coach in our school?

After a number of new vocabulary words have been collected by the class, write them on the chalkboard and have the students correctly use as many as possible in a one hundred word essay. Exchange papers and allow the students to check for correct usage.

Print a word from the newspaper on the chalkboard in column form. Print the same word in reverse order a short distance away. Have students write words beginning and ending with the letters that are opposite each other. Add another dimension to the activity by having the students use only words from the newspaper.

n	near	r
e	ewe	e
w	wasp	p
s	sauna	a
p	prop	p
a	attacks	s
p	paw	w
e	edible	e
r	robin	n

An old-time favorite game is Categories. In a contemporary format, write four different categories across the top of a sheet of paper: countries, cities, people in the news, problems. Down the left side of the paper write a word such as *NEWS*. The students try to find words for each category from their study of the newspaper. After each word they put the page number and column from the newspaper in which they found the word. The person with the most correct words at the end of a given time is declared the winner. Dictionaries and other reference materials can be profitably used. The game can be varied by using only one category and changing the word in the left-hand column.

	COUNTRIES	CITIES	PEOPLE	PROBLEMS
N		Norfolk (7,4)		noise (4,1)
E	England (2,3)			
W		Washington (1,2)		war (1,6)
S	Singapore (7,2)		Sinatra (10,1)	

Vocabulary can be built by having students underline selected words in a news item. The students are then instructed to give synonyms orally or find them in a dictionary or thesaurus.

Words which students do not understand and which are keys to making sense from the articles can be placed in notebooks, defined, used in original sentences, or made part of regular spelling lessons.

Newspaper Bingo is an excellent way to introduce new vocabulary words. On a blank sheet of paper have students draw sixteen squares—four across and four down. Choose sixteen words from an article or a section of the paper you are planning to assign them to read. Either write the words on the chalkboard or dictate them for the students to write randomly in the squares. Winners are those who first get a designated line filled as the teacher calls off the words.

Students enjoy finding and circling words in alphabetical order. A variation of this activity is to circle words, in alphabetical order, that are associated with mathematics or science. This also can be done with cities and countries.

Concentration is a vocabulary game that students can create at their own level of word recognition. Students need two identical newspapers. Have them cut out sets of the same words from each newspaper and attach these words to 3″ X 5″ cards. When a double set of ten or twenty cards is prepared, the students play by mixing and turning the cards over with the blank sides up. With partners they take turns turning two cards over at a time and calling off the words as they try to get a match. If they match and students know the word, they collect the two cards and get another turn. Otherwise, the student turns the cards over again and the opponent takes a turn. The cards can be used in other ways such as putting them in alphabetical order or arranging them in sentences.

Identifying and labeling words by their parts of speech is a good review in English grammar and an interesting way to learn vocabulary. The comics are particularly useful with this technique. After a review of the parts of speech, have students identify by circling or underlining nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections found in selected comics. The many variations of this activity include finding proper and common nouns, active and passive verbs, or the antecedents of the pronouns. Prefixes and suffixes, compound words, foreign words, difficult and unknown words can be added to the list of activities.

Send your students on a vocabulary shopping expedition. They can make a list of the rooms in their own homes or apartments and decide which one to refurnish. By reading through the display advertisements and classified ads they can find whatever items they want. The ads can be circled or cut out and pasted on a sheet of paper with the name of the item and its cost. This activity can be repeated using a different room or by going shopping for clothes, kitchen appliances, or tools.

There are many ways to describe ourselves. One is to select ten words from the newspaper that we feel are typical of our lifestyle and physical makeup. After students have done this assignment let them chose a friend who will delete three of the items and tell why they are not as appropriate as the other seven. As an extension to the exercise, students can use the words to write short autobiographies.

Have students select a picture of a well-known person from the newspaper such as the President of the United States. Attach the picture to a sheet of paper. Scan through the newspaper for descriptive words and phrases in the headlines, cut them out, and paste them around the picture as a vocabulary collage depicting the students' feelings about the individual. The completed project makes an effective cover for a biographical booklet.

- **Word Identification Activities**

In order to analyze words phonically, students must accurately hear the sounds in familiar words and associate the appropriate sound with the printed symbol. For example, in *take, tear, tight, toll,* and *tumble,* students should know that these words begin with the same sound and be able to identify the letter representing the sound.

Practice in analyzing words on a newspaper page is made quite graphic by using a felt tip pen. Students can easily mark letters, parts of words, or words. When a section is finished, it can be cut out and turned in for evaluation.

The examples on pages that follow are illustrative of word analysis areas which might need attention. Fundamentally, the instructor must decide which areas need to be taught or reviewed. This decision would be based on diagnosis of the strengths and deficiencies of the students. The instructor's analysis could be predicated on a skills checklist as illustrated in Chapter Three.

Consonants
Single Consonants in Initial Position
/B/ Boys
/F/ Find

Boys Find A 'Brother' In Middies

Youths in Annapolis Get Tutoring, Help

ANNAPOLIS, Md. — (AP) — Bobby is in the seventh grade. He's not sure where his father is, and until last year he had never been out of Annapolis.

Consonant Digraphs—Initial Position
(two letters signaling one sound—phoneme)
/th/ there
/ch/ chance

Until last year, there was no one to take him anywhere.

But a Big Brother program at the U.S. Naval Academy is giving about 110 boys in Annapolis a chance to see and do things they might otherwise have missed.

Consonant Blends—Initial Position
(consonant cluster where each consonant is heard)
/st/ started
/br/ brigade

IT BEGAN four years ago when several midshipmen decided they wanted to do something in the community. They started a chapter of the Big Brothers of America within the brigade.

Structural Analysis
Affixes
Prefix
/mid/ midshipmen

Vowels
Short Vowels
/e/ then
/i/ midshipmen

Since then, the program has expanded to include a nightly tutoring project in Annapolis, helping in a home for delinquent youths and involvement of more than 10 midshipmen with youngsters in town.

Suffix
/ing/ helping

Long Vowels
/i/ provides
/o/ occasionally

The Naval Academy Athletic Association provides tickets for the youths to attend home sporting events. The youths occasionally eat in the academy mess hall.

MIDSHIPMAN Mike Stewart, a senior and president of the Midshipman Big Brother chapter, says the program makes him feel "like I actually have made a difference in someone's life."

Steve Tindall has a 13-year-old little brother, Ernie, who towers over the midshipman.

Structural Analysis
Inflectional Endings
/s/ wants

"Ernie's at that age where he wants to be independent, but he still wants to be a child. We have discussions that he couldn't have with another guy.

"Ernie is real close to his mother, but things come up that she really can't help hm with."

MANY OF THE same midshipmen who are big brothers also tutor at an Annapolis church one night a week, helping kids with homework.

Compound Words
homework

They got involved in the community tutoring program last year when one of the directors called the academy asking for help.

The Youth Sanctuary project got going in much the same way. Someone called for help.

Someone

Youth Sanctuary is a home for boys between 11 and 15 who have gotten into trouble.

THE MIDSHIPMEN bring them to the academy for workouts in the gym or on the track each Saturday.

Contractions
can't
I'm

"I can't go here for four years and then into the Navy for five years and say I'm going to help when I get out," Tindall said. "I have to help now."

Syllabication
One Syllable—Mike
Two Syllables—Bro•ther
Three Syllables—pres•i•dent
Four Syllables—ac•tu•al•ly

Possessive
someone's

Chapter 6

DEVELOPING APPROPRIATE READING RATES

Libraries, book stores, magazine racks, and newsstands cry out with the very volume of their reading materials for individuals who can read faster than they ever could before. No area in our society is left untouched by the plethora of reading matter available. And as mountains of various reading materials look down upon the reading public, little more than lip service has been done in teaching students that they can read more rapidly and that they need to develop flexible reading rates for different materials.

Evidence is mounting that students can increase their reading rate significantly while not losing their ability to comprehend. In fact, accuracy in comprehension often improves with an increase in rate. Increasing reading rates for some sections of newspapers, magazines, and novels can be expected to release time for other reading activities. In subjects requiring extensive reading, such as history, an improved rate may well mean the difference between an average and an excellent grade for the student.

There are several factors which control students' ability to increase their reading rate. Primarily their rate of reading is determined by their word recognition and comprehension ability. The type of material being read also has a definite effect on students' rate of reading. Editorials, speeches, and other serious pieces of writing require careful and more painstaking reading. Comics, humorous writing, and short filler materials can be read more quickly. Students' familiarity with an area increases their ability to read more swiftly and accurately. For instance, knowledge of the concept of bull and bear markets on the financial page will help the student comprehend the material. Lip movement and subvocalizing can also slow reading rate as can limited amounts of practice in rapid silent reading.

Flexibility in reading is achieved by having students learn to vary their rates of reading according to their purposes and the knowledge they bring to the reading material. A novel can certainly be read quickly if the purpose is purely entertainment and the novel is light reading. A text on anthropology which subjects the reader to unfamiliar vocabulary and concepts must be read more slowly. But even within a novel or anthropology text there will be occasions when reading flexibility will be necessary. Some parts of the novel will be read slowly

to savor the beauty of the writing or to keep characters and plot in line. The anthropology text will undoubtedly have sections which will need to be studied because of the reader's purpose at that time.

Since there is no specific reading rate appropriate for all printed material, students need to vary their reading speed to fit the reading matter. The four rates listed are particularly adaptable to newspaper reading because of the newspaper's wide variety of content which, in turn, offers much practice for developing rate flexibility.

Skimming is used to find a reference, locate material, or review material already read. When skimming, it may be desirous at times to skip material or change to a rate appropriate for the selection that is of interest.

Fast reading is meant for material that is pleasurable and relaxing. The comics, humorous columns, or material with which the reader is familiar fits this category.

A *normal rate* is necessary for finding answers to specific questions, solving problems, or reading material of average difficulty. At this comfortable rate the student is able to appreciate the literary style of an author and should be able later to retell a story that was read.

To master the main ideas and pertinent details of a selection, requires students to develop a *slow rate* of reading. At this slower rate, they are also able to get details in sequence, evaluate material, outline and summarize, and read material with difficult vocabulary or unusual style.

- **Reading Rate Activities**

Practice in skimming can be quite useful to students wishing to quickly locate material in the newspaper. The newspaper, because of its narrow columns and headlines, offers excellent material for developing and refining skimming ability. In the following article two parallel lines evenly divide the column of type. Students need only one or two eye fixations per line to pick out the vocabulary which will give them the gist of the article.[1] Some students may find that following the index finger quickly down the center of the column is enough. Whatever method is used must be practiced regularly and with consistent self-persuasion so the practice can eventually be maximally effective. These two factors are the keys to skimming and building a rapid reading rate.

When graphic improvement in reading rates and comprehension scores are seen, students are more prone to continue to improve their

[1]Few authorities in reading would agree that this technique is good for all students. As students become more sophisticated in their reading, they will pick up the general ideas of material without noting every word and the technique may be of value. Those students who can use this method successfully could be those who already bring a rich background to the printed page. Readers with less experience may need to read every word. The crux of many newspaper articles is found in the first paragraph or two. What follows is often explication and repetition. Knowledge of the organization also enables the students to read faster.

Anna Freud Visits Old Vienna Home

ANNA FREUD, the 76-year-old daughter of Sigmund Freud, Tuesday returned to the home in Vienna from which the Nazis expelled her 33 years ago.

The daughter of Freud — the explorer of the subconscious — was guest of honor at the 27th International Psychoanalytical Congress, which opened in the former Imperial Palace Monday with 2,400 delegates from 23 countries.

Dr. Freud, a renowned psychoanalyst herself, broke a vow never to return to the city from which she had been expelled. Her return was a sign that psychoanalysts forgave Vienna for its treatment of the man who first explored the subconscious.

The congress was partly a pilgrimage, with daily outings to 19 Berggasse, near the heart of Vienna, where Freud, a Jew, lived and worked for nearly 50 years before he and his family fled in 1938 to London, where he died the next year.

On Tuesday, Anna Freud returned to her home, which has been transformed into a tiny museum. With tears in her eyes she entered the premises. It looked unchanged since she left. Even the brass plate on the front door read, "Prof. Sigmund Freud."

But it had taken years of work to fill the rooms with Freud's old furniture. Most of it was scattered after his exile and $15,000 had to be spent to bring it together again.

skills and will, therefore, push themselves. To determine how many words are being read per minute, count the number of words per column inch and multiply the number of inches to be read to get the approximate number of words in a selection. For the rate of words per minute, divide the number of words read by the minutes taken to read the selection. An average rate in secondary school is around 200 to 250 words per minute.

After the material is read, a comprehension check is necessary to determine if students have read the material too rapidly and sacrificed comprehension for speed. The five Ws discussed earlier serve as an excellent comprehension check. Using the five Ws, it is easy to compute the percentage of correct answers. Students should ordinarily get four or five out of five answers consistently correct (80 to 100 percent) to demonstrate adequate comprehension skill.

The SQ3R study method[2] is an approach commonly used when studying a book, but it also can be applied to studying the newspaper. With this study method a variety of reading rates is used. The *Survey (S)* portion of the method begins with a look at the title, subhead, and dateline. Then the student skims the article for uncommon words and pictures or graphs which may accompany the material. The *Survey* portion takes little time, and students obtain familiarity with the material which will help them when they read at a slower pace. Students then formulate *Questions (Q)* which may be generated by the headline, subhead, or first line of the article. They then *Read* (first *R*) to answer their questions, *Recite* (second *R*) their answers to themselves by looking away from the material (to assist memory), form another question, read for that answer, and recite again. If students have difficulty generating their own questions, they may use the five *Ws* referred to earlier. At the conclusion of reading, students *Review* (third *R*) what they have read and summarize in their minds or on paper.

Students who read silently at an exceptionally slow pace can be helped by listening to a tape recording of a teacher reading a newspaper article at a more rapid pace while they follow the same article in the paper. The students are not apt to regress in their eye movements or worry about unknown words. They may later practice reading the same material orally and silently without the assistance of the tape recorder.

The opaque and overhead projectors are useful when practicing reading acceleration. The teacher can project an article on the screen for a short length of time and ascertain how many students get the general message.

The "revelation" technique is good with the overhead projector. Cover the transparency with a 5″ X 8″ card as it sets on the projector

[2]For a complete discussion of the method see *How to Read a Book* by Eileen E. Sargent, Helen Huus, and Oliver Andresen. Newark, Delaware: International Reading Association, 1970.

stage. Move the card at an even rate to reveal the material on the transparency. Increase the rate so students will have to exert themselves to keep up with the card.

The teacher may select uncommon words in categories, such as people, places, and events, on a given page of the newspaper. The students are then timed to skim and circle these words on their own copies of the newspaper.

Another practice activity is to have students read any page they wish for one or two minutes. Then have them fold their papers and tell their classmates or list on a sheet of paper as many facts as they can remember.

Some specific skimming activities which students may do are to skim for local, state, national, or international news; datelines for stories which originate in a country being studied; names of outstanding politicians, sports figures, or famous personalities; the best and worst news of the day; advertisements for the lowest priced car of a particular make and year; the best price of a specific brand of canned fruit in the grocery ads; or the name of a person known personally by the students.

Chapter 7

READING AND THE LANGUAGE ARTS

In this monograph, reading is considered part of the total language process. By definition, reading is the ability, which includes desire, to comprehend printed symbols. When the focus on reading is enlarged to include the interrelated areas of listening, speaking, and writing, then the mind's retentive capabilities are aided considerably.

Listening is the first of the language processes to function in a person. Babes need to listen before they can make intelligible speech. Small children who cannot distinguish aurally between the bark of a dog and the meow of a cat cannot differentiate the sound of the printed *p* and *t*. From the learning of such discrete elements of sound to recognizing the intonations of melodic, loving "good night" as opposed to a final "good night!" requires the learning of numerous auditory skills.

Speaking is the second of the language processes to be acquired. The act of verbalizing is fundamental for integrating learning experiences, and sets the thinking processes in motion. When students put their listening and reading capabilities into operation and express themselves orally, they add immeasurably to their total language ability and potential. Activities to increase this ability through speaking abound with newspaper content.

Reading is the third of the language processes to be learned and followed. It is often coupled with writing. Writing is the most difficult of the four aspects of language but adds a dimension which increases considerably the effectiveness of the others.

- **Listening Activities**

Once a day, read to the class a short newspaper article containing the five *Ws* and *How*. At the end of the reading allow students to write down their answers to these questions, and have them graph their own progress. Some research indicates that consistently practicing listening skills not only increases listening ability but results in improvement in other language arts areas as well.

Three or four students can be sent from the room. Read a short article from the paper and then allow one person at a time to return and hear a summary of the article from a class member. The first student then invites another member back and relates his/her understanding of the summary and so on until all have returned. Reread the article to determine if or where accuracy in listening broke down.

Compare and contrast news items read in the paper with those heard on television and radio. To increase the effectiveness of this activity have students tape record the programs so they can be listened to in class.

Ear training to discriminate affixes can be done using the newspaper. For example:

"Listen and raise your hand when you hear the prefix *mis:*
mistake, misstep, mixture, mistreat."

"Listen and raise your hand when you hear the suffix *ing:*
being, doing, jumping, flirtation."

Comic strips can be read aloud to the students up to the last frame. At that point stop for discussion as to what might happen next.

The Dow Jones, New York Stock Exchange averages, or other such figures, can be read aloud starting with just a few figures at a time. Have students repeat them in order or write them down at a given signal. As students gain memory ability, increase the number of figures to remember at one time.

To help students listen and anticipate words, write on the chalkboard those words that will be missing from an article read orally. As the article is read, the teacher pauses at the places where words are missing. The students, in two teams, take turns in determining the missing word. The team with the most correct answers is the winner. For example:

Missing words	**Article**
mystery allure development climate architecture early lands accessible	What was it that linked South Florida to Spain in the . . .(early) days of Miami's . . .(development)? One thing was probably Spain's romantic . . . (allure). Foreign . . . (lands) were not so . . . (accessible) as they are now. Familiarity had not infringed upon . . . (mystery). And then there was the Spanish . . . (architecture), sequestered, serene, attentive to the needs of a hot . . . (climate).

After the daily newspaper has been read by the class, divide students into two teams. Then give a description of a person who was in the news. The person may be described by profession, physical attributes, or particular competencies. Limit the description to three specific items. Have the teams take turns identifying those people.

- **Speaking Activities**

Older students who may not be superior readers but who can read the comics with little difficulty can be encouraged to read the comic pages to younger children. This type of tutorial project can benefit both groups in both human and intellectual ways. Practice sessions should be held first with the readers to go over techniques of expression and other reading skills. Small children are entranced when older boys and girls take an interest in them.

Letters to the editor often arouse strong positions. Students may clip out those which appeal to them and after discussing the letter writer's point of view and logic, give their own positions.

Classified advertisements are excellent sources of material for role-playing episodes. After a discussion of how to interview for a position, two students can take the roles of employer and interviewee based on information found in the paper. They can also make sales presentations on houses, cars, or other sale items found in the newspaper.

Household hints and beauty tips found in the newspaper can be read through once. Then have a student relate the hints and tips to the class in sequential order.

During the World Series baseball games, have students read the newspaper each day to gather information on the performances of the players involved. At the end of the series a panel can be formed where students discuss and document their selections for "most valuable player" award.

Students read about many prominent citizens in every issue of the paper. Have students read through the news, select a person, and give a series of facts about the individual until class members can identify the prominent person.

Teenage problems answered by newspaper columists offer rich material for classroom panels and discussions. This activity can lead to a classroom letter box in which the students' anonymous letters are placed for future discussion.

Newspaper articles are often written very concisely and serve as excellent practice material for reading aloud as in simulating a radio or television announcer. A "broadcasting team" can read the news, weather, sports, and significant news happenings from around the world. Students can prepare their material before class on a tape recorder. News of the day can be shared quite interestingly and expertly in this way.

Reluctant readers can be encouraged to read aloud by declaring a Newspaper Humor Day. During the week have students gather the most humorous items they can find in the paper. Many of these will be short and, therefore, not too difficult for some readers to prepare.

Students can be encouraged to speak by taking a favorite comic strip and covering with blank paper the words spoken by the characters. Place the cartoon frames in sequence in an opaque projector and have the students make up the words they construe the characters as saying.

Cut out pictures of advertisements in the newspaper. Distribute these to the students and have them stand and give one-minute presentations on why the class should buy the product.

Assign students to small groups and have them prepare short presentations or summaries of local, state, national, and international news each day.

Some news stories are certain to continue for several days or weeks. A baseball series, presidential travel to foreign countries, an election, or an investigative series by a local reporter are examples. Ask students whose interests lie in those areas to give daily capsule reports of the events to the class.

Health, nutrition, and physical fitness are priorities for many Americans and other people around the world. Daily something is found in the newspaper about these topics such as a health or medical column or a feature story. Assign students to give occasional class reports on these topics and relate them to what they are learning in their health and physical education classes in school.

Finger puppets are easily made by cutting out the heads and shoulders of comic characters and taping them around one's fingers. As a student reads the dialogue in the comics, the finger puppets move to coincide with the speaker's voice.

Quite often material found in the newspaper can be used for choral reading. The dialogue in the comics, poetry page, or the creative use of the newspaper advertisements can make for interesting verse choir work.

News events which ultimately will have historical interest can be dramatized after some rewriting of parts by the students. Many news events can be role played, and students can reverse their roles to get a better perspective on the events. Putting these experiences on tape can heighten the evaluation period.

Intonation can make a considerable difference in meaning when reading newspaper articles. Have students locate sentences in the newspaper and read them in ways which would give different meanings. The change of stress on various parts of the following sentences can change the meaning.

According to the Postal Service, "The temporary increases are necessary...." Stressing the word *temporary* with cynical intonation would cast some doubt on the veracity of the statement.

Another example is the quotation of a ruler of a country whose influence can easily tip the balance in world power. The ruler is quoted as saying, "I will never relinquish responsibility. I will never allow centers of power in this country." Stressing the word *I* in this quotation could give one the idea that *others* could relinquish responsibility and perhaps would do so, but the present ruler would not.

Extemporaneous speaking can be encouraged by cutting short excerpts from the paper, shuffling them in a box, having students pick out an item and, after reading it quickly, give a short talk on the basis of the newspaper stimulus.

- **Writing Activities**

Descriptive writing can be motivated by having students write short, descriptive passages about favorite cartoon characters. Descriptions

might include type of clothing worn, foods enjoyed, mannerisms in walking and talking, family life, childhood experiences which make characters what they are today, and other psychological data. Such writing can be made quite humorous.

As students read and study the newspaper's book review column, they may wish to write their own reviews. A call to the reviewer at the local newspaper may determine which books are scheduled for review in the near future. Book reviews can be written in advance by the students and then compared with those which appear in the newspaper.

Teachers wishing to improve their students' punctuation and capitalization can duplicate an article, removing all punctuation and all capital letters. After the students have corrected the papers, they can compare them with the original newspaper article.

The cartoon *Snuffy Smith* is written in dialect form. Students can rewrite this dialect in standard English and learn more about their own language in the process.

Some comics are sequential and tell a continuous story over a period of weeks. As an alternative to keeping a daily journal, each day have students write the background description of a selected comic. They can describe the mood and setting, who is talking, and the action taking place. When characters speak, students will write down the words, being careful to use proper punctuation—quotation marks, commas, and interjections.

Assign students the activity of selecting someone in the newspaper to interview. Have them construct five or ten questions to ask this person and then write what they think the person might answer.

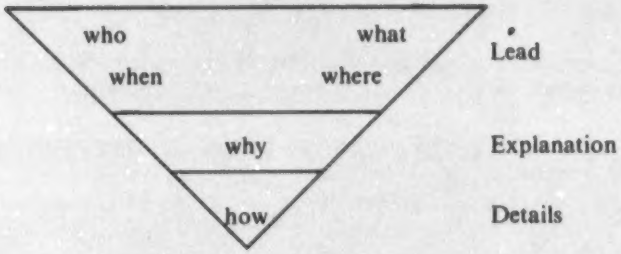
Journalists over the years have paid special heed to Rudyard Kipling's verse:

I have six honest serving men;
They taught me all I know;
Their names are Where and What and When
And How and Why and Who.

The five *W*s and *How* constitute the questions most often answered in the lead or first paragraphs of a news article. The format of a news article is called an inverted pyramid because the major questions a reader wants answered are found in the lead or general statement. The *why* and *how* follow close behind in importance as seen in the diagram below.

Students can learn to be more precise by following this outline when writing about news items for the school or classroom newspaper.

Inverted Pyramid



Pictures in the newspaper can be the stimulus for "before" and "after" writing. Choose an action filled picture and have students write what happened before the picture was taken and what happened after the picture was taken. This writing should be purely fiction.

After reading in the newspaper about a local personality, have your students prepare a series of questions they would like to have clarified. If possible, arrange an interview and then write an article based on the questions answered during the conference.

From an assigned page or section of the newspaper, have students make lists of descriptive words, metaphors, similes, personifications, and hyperboles.

Identifying expressive and vivid verbs, clipping them from the paper, and adding them to their own vocabulary list can be helpful to students wanting to develop their writing power.

Newspaper advertisements often have pictures of inanimate objects which can be brought to life through creative writing. Have students choose an object—such as a camera, portable mirror, or binoculars—and make the item come alive in a first person story.

Who bought me?

What did I see?

What problems did I encounter?

In conjunction with the reading of history, students might write imaginary news stories about famous characters, such as Paul Revere, Alexander Hamilton, Napoleon Bonaparte, or Alexander the Great. This project will necessitate reading from various sources to get authentic background information and reading newspaper stories to develop the style of newspaper composition.

Excellent story starters can be found in headlines and advertisements. These suggestions can be shortened and laminated on cardboard for longer use. As the boards are passed around the class, students can choose those that interest them in particular. The following story starters were clipped from newspapers by students:

What happened when...?	The only difference....
Your life is many stories....	Have you ever wished you could...?
A day in the life....	Now I know why....
Just ask any mermaid....	Seek and ye shall find....
All in less than a second....	No "ifs," "ands," or "buts."...
The sky is falling....	How much is enough?

Francis Bacon wrote: "Reading maketh a full man, conferences a ready man, and writing an exact man." The newspaper is a medium which can help a student become a full, ready, and exact person. The need is for teachers who can creatively fulfill this task by encouraging students to learn and develop their skills through the newspaper.

• BOOKS AND MATERIALS

ANPA, Foundation
The Newspaper Center
Box 17407
Dulles International Airport
Washington, D.C. 20041

The American Newspaper Publishers Association, Foundation offers a variety of books and materials at nominal cost. Single copies of *Bibliography:* NIE *Publications* are free. This booklet annotates more than 100 NIE curriculum publications for students and teachers. Teacher manuals, student booklets, and card sets have been carefully selected by a panel of newspaper and educational professionals. The listings are categorized by subject, information on format, content, grade level focus, price, and the source of the distribution. The *Bibliography* is revised frequently.

Other publications available from the ANPA, Foundation are:

NIE *Development Plan*
NIE *Beginner's Kit*
Why NIE?
Newspaper Test Sample Kit
Workshop Workbook
Using Newspapers to Teach Reading Skills
The Newspaper as an Effective Teaching Tool
Films about Newspapers

Write to ANPA, Foundation for information on these and other publications.

CDNPA
321 Bloor Street East, Suite 214
Toronto, Ontario M4W1E7

The Canadian Daily Newspaper Publishers Association, like its counterpart in the United States—ANPA, Foundation—distributes an annotated *Canadian Newspaper in Education Bibliography*. The bibliography lists classroom materials available from Canadian newspapers.

Other publications available from CDNPA are

Effective Decision Making: A Survival Skill for Today's World.
A News Beginning (activity cards and teacher guide)
Learning from Newspapers

Write to CDNPA for the bibliography and cost of other publications.

Newspaper Advertising Bureau, Inc.
485 Lexington Avenue
New York, New York 10017

The research department of the Newspaper Advertising Bureau conducts a wide variety of audience, circulation, and marketing research. Under the auspices of the Newspaper Readership Project—an industrywide effort to promote circulation and readership—it conducted studies which produced such as these:

Children and Newspapers: Changing Patterns of Readership and Their Effects

The Newspaper in Education: What It Does to Children's Civic Awareness and Attitudes toward Newspapers

Guidelines for Conducting Newspaper in Education Research: Assessing the Impact of NIE *on Student Attitudes, Newspaper Reading, and Civic Awareness*

For information on these and other publications, write to the Newspaper Advertising Bureau.

International Reading Association
800 Barksdale Road, PO Box 8139
Newark, Delaware 19714-8139, U.S.A.

The International Reading Association is a nonprofit, professional organization of classroom teachers, reading specialists, administrators, educators of reading teachers, reading researchers, parents, librarians, psychologists, and others interested in improving reading instruction. It encourages study of the reading process, research, and better teacher education and promotes the development of reading proficiency to the limit of each person's ability and an awareness of the need and importance for reading and the formation of the reading habit.

In addition to ten to twenty volumes issued annually, the Association publishes four professional journals. *The Reading Teacher* is devoted to reading instruction at the elementary level; the *Journal of Reading* emphasizes secondary, college, and adult reading education; the *Reading Research Quarterly* publishes significant work in the reading research field; and *Lectura y Vida* (in Spanish) covers reading and related studies in language.

A few of the publications of the IRA, and of particular interest to readers of this book, are listed below. Write to the International Reading Association for their annual Publications Catalog for further information on these and other books and materials, and prices.

Reading for Pleasure: Guidelines by Dixie Lee Spiegel. Helps classroom teachers provide experiences that children need in order to develop skill in reading and a desire to read as a leisure time activity.

Motivating Reluctant Readers edited by Alfred J. Ciani. Ideas for classroom teachers and parents to help reluctant readers become interested in reading.

Making Sense: Reading Comprehension Improved through Categorizing by Christian Gerhard. Discusses the role of categorizing in effective learning and ways middle school teachers can help their students learn to categorize.

Teaching Critical Reading at the Primary Level Russell G. Stauffer and Ronald Cramer. Practical suggestions for developing habitually critical readers.

Prereading Activities for Content Area Reading and Learning by David W. Moore, John E. Readence, and Robert J. Rickelman. Describes and provides examples of activities teachers can use to prepare students to learn from printed materials, and emphasizes the need for review and enrichment strategies for postreading situations.

Approaches to the Informal Evaluation of Reading edited by John J. Pikulski and Timothy Shanahan. Describes informal assessment procedures teachers can use flexibly and with a wide variety of materials to answer questions that will be helpful in planning a reading instructional program.

Informal Reading Inventories by Marjorie S. Johnson and Roy A. Kress. Outlines techniques for developing and using the informal reading inventory as a practical tool for teachers and diagnosticians.

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CURRENT TITLES IN THE READING AIDS SERIES

Informal Reading Inventories
Johnson and Kress

Critical Reading Develops Early
Lee, Bingham, and Woelfel

Teaching Critical Reading at the Primary Level
Stauffer and Cramer

Tests of Reading Readiness and Achievement
Farr and Anastasiow

How to Read a Book
Sargent, Huus, and Andresen

Teaching Reading Skills through the Newspaper, Second Edition
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